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ABSTRACT

The descriptive guide to career education in Arizona elementary and secondary schools briefly covers each of the following topics: the relationship between career education and the three R's, highlights of a summative evaluation of two career education projects in southern Arizona, community involvement in career education, career education's eight elements, six often asked questions, and the role of vocational education within career education. To illustrate the concept it give brief descriptions of 12 career education projects: work experience, minicourses, community resource utilization, resource services, career clubs, hands-on activities, futuring, key teacher role, brother-sister programs, bilingual programs, stamp collecting, and a career mobile center. It also includes an excerpt from the U.S. Chamber of Commerce's publication "Career Education." (JR)

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THE STATE OF CAREER EDUCATION

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SUPERINTENDENT
DEPARTMENT OF EDUCATION

The State of Career Education

By Carolyn Warner
Superintendent of Public Instruction

Why is Arizona the State of career education? To begin with Arizona has been "into" career education longer than any other state and was the first state in the Nation to have specific legislation dealing with career education. That was in 1971 when the Arizona Legislature appropriated $1.9 million in "seed money" to get the concept of career education off the drawing board and into the classroom. Since then career education projects have been funded; work education programs have been expanded; community resources have been tapped; parental involvement has increased; educators have been retrained; career-oriented instructional media have been purchased; and the basics of education—reading, writing, and arithmetic—have been reemphasized as the foundation for all other learning.

Career education has been an invaluable aid to students in helping them see and understand the world outside the classroom and how that world relates to what is being learned in school. The Department of Education, with the support of the State Legislature, has assumed a vigorous leadership role in getting school people and the public at large to understand and accept career education. As career education acceptance becomes more widespread and more universally understood, it will be up to local boards of education, district administrators and classroom teachers to assume greater responsibility for carrying on career education activities.

It gives me great pleasure and satisfaction to know that Arizona is widely recognized as being way out in front in exploring the great potential that career education holds. The greatest satisfaction of all is knowing that our young people are the direct beneficiaries of this effort—and it is they who will be better able to make the right decisions for themselves as they progress through the educational system and through life itself. Career education is, indeed, a modest investment today that will pay handsome dividends tomorrow.

Reading, Writing 'n 'Rithmetic

Arizona's Superintendent of Public Instruction, Carolyn Warner, has stated repeatedly that elementary school youngsters, if nothing else, must be made proficient in the basic learning skills. "A youngster who can read, write, and compute at a competent level," Mrs. Warner has stated, "will have little trouble in making it through school . . . and little trouble in making it through a successful life in the world of work." Some people have expressed concern that career education activities are using up valuable classroom time which could be better spent teaching students the basics of reading, writing, and arithmetic. It isn't true that career education is taking time away from the 3 R's. Career education relates the basic learning skills to real-world situations. It has actually re-emphasized the importance of the basics by showing students WHY it is important to read, write, and compute in order to make it in today's world. Having "the 3 R's plus" as a motto gives career education a stimulating challenge with which to deal. Career education seeks to make the 3 R's a stronger foundation than it's ever been before. And the "plus" part of the motto says that career education will build upon that foundation so that each and every student is able to reach his or her maximum potential.

3R's+3R's+3R's+3R's+3R's+3R's+3R's+3R's+

Career Effort is "On Target"

(An extensive evaluation of two career education projects in southern Arizona was undertaken in 1974. The programs, located in Pima and Cochise Counties, deliver career education services to over 100,000 students in grades K–12. The evaluation was conducted by a private agency, Behavioral Research Associates. The following comments are excerpted from their summary evaluation report.)

"The means of delivering career education services to the classroom are similar in Pima and Cochise counties. Career education specialists are responsible for providing support services to classroom teachers, school counselors, and school administrators. The career education specialist works with teachers, counselors, and school administrators to organize career development activities in which a major goal is to integrate occupational and vocational counseling into the regular curriculum. Data from over 6,000 students in grades 4–12 was collected. Students exposed to career education demonstrated a greater awareness of the world of work. On every index designed to measure career-awareness, economic-awareness, and decision-making, the students with career education exposure scored higher. As the accompanying illustration shows, students exposed to career education consistently demonstrate higher levels of knowledge within the occupational career cluster.

"Overall, a larger proportion of the students with career education exposure expect their performance in school to be above average. This trend holds for students in all grades. One interpretation of these data is that the career education projects in Pima and Cochise Counties are helping to instill positive appreciations and attitudes toward school and learning.

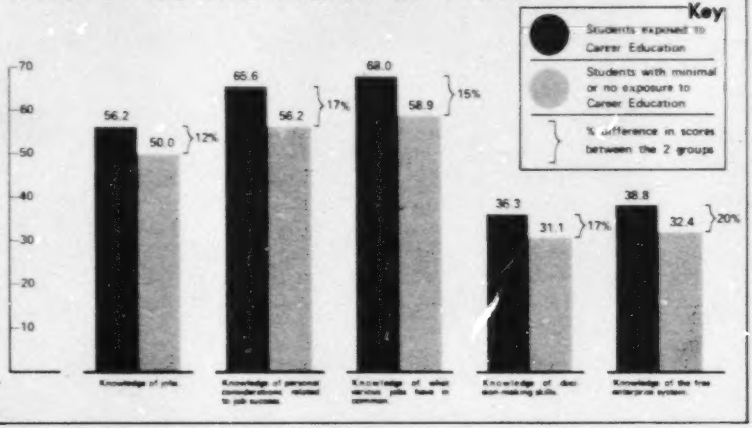
"The data in this report were compiled from several different indices used to evaluate the career education efforts in Pima and Cochise Counties. The findings unequivocally show a trend whereby career education exposure enhances occupational knowledge, career awareness, economic awareness, decision-making skills, and realistic career planning and preparation. The data also shows that students exposed to this process are more positively oriented toward integrating their educational experiences with their future plans.

"The most significant aspect of this trend is not necessarily the differences in scores between students exposed and not exposed to career education. Rather it is the fact that on all of the indicators used to evaluate various dimensions of the career education effort the findings consistently show that career education is meeting its objectives and goals."

* * * * *

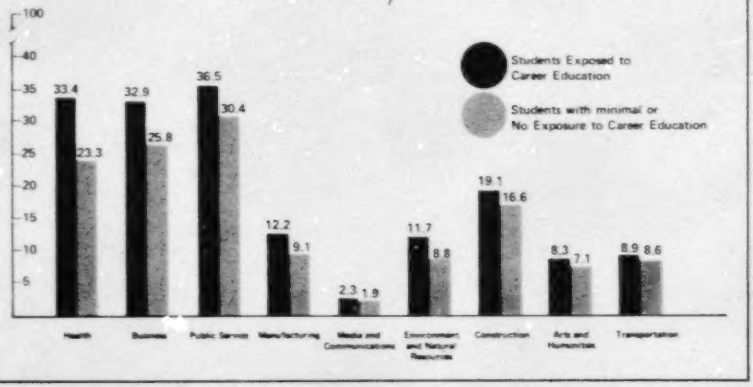
Several follow-up studies (questionnaires sent to last year's high school seniors) have been conducted throughout the state. These consistently substantiate the findings and conclusions presented by the independent evaluation report summarized above. One such follow-up report was conducted in the three rural counties of Gila, Graham, and Greenlee in eastern Arizona. Job experience was listed more than any other single activity as the most important and beneficial experience during the students' final year in high school.

Differences in Knowledge of Factors Related to the World of Work



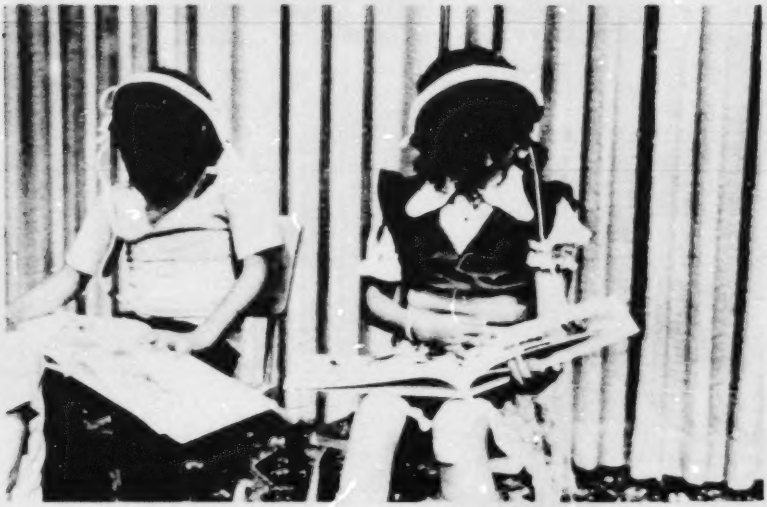
Proportion of Students Demonstrating Knowledge within Nine Career Clusters

(Secondary Students)



Total Community Involvement

Active involvement by parents and members of the business community has been one of career education's most successful innovations. Sociologists and psychologists agree that active parental involvement in their children's education is a highly significent motivational factor. Such interest greatly enhances the effectiveness of the basic academic program. Business people are providing work experience stations and visitation sites and are bringing their knowledge directly to the classroom in vastly increasing numbers. Parents are heavily involved with classroom activities in many parts of the state as paraprofessionals, teacher aides, and guest speakers. And many are also serving on newly-created advisory boards and committees. Since the beginning of career education in Arizona in 1971, local ownership and community involvement have been strongly emphasized. There are, of course, guidelines and a number of statewide goals for career education—necessary to insure compliance with the career education law. But determination of specific school activities and special areas of concentration are left to the school districts to determine. Local districts are gradually assuming more and more of the funding responsibility for career education, and by 1982 the goal is to have career education completely implemented by and through the local districts.



Career Education's 8 Elements

Career preparation and occupational training are certainly very important aspects in the total philosophy of career education, but career education seeks to provide students with the ability to succeed in our society in a way that goes beyond just job preparation. The eight elements described below are keys to understanding career education. They should be woven into lesson plans and teaching units at all grade levels and in all subject areas.

CAREER AWARENESS—Knowledge of a broad variety of careers and of the opportunities within major career families or groupings.

SELF AWARENESS—Understanding of one's own characteristics, talents, abilities, interests and aversions.

APPRECIATIONS AND ATTITUDES—An understanding and awareness that all jobs and capabilities are needed and are interrelated.

DECISION-MAKING SKILLS—An ability to make rational, logical decisions based on information and analysis of various options.

ECONOMIC AWARENESS—An understanding of how our economy works and is affected by various factors.

BEGINNING COMPETENCY—Having the ability and knowledge to obtain gainful employment at an entry-level position.

EMPLOYABILITY SKILLS—Possession of the social and communications skills necessary for appropriate career placement.

EDUCATION AWARENESS—Aware of educational opportunities as well as the education necessary for various occupations and life styles.

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Often Asked Questions

Q. *Does career education mean another subject will be added to the curriculum?*

A. No. Career education is not a separate subject, but rather is integrated into the already existing curriculum.

Q. *Is career education intended for just certain subject areas or at just certain grade levels?*

A. Career education is a concept that needs to be fused into the educational process in all subject areas. Remember, we are talking about a broad concept, not a narrow program or technique designed for a specific group. And yes, career education is for all students from kindergarten on up.

Q. *Does career education mean we will start preparing students for a particular career in kindergarten?*

A. No, of course not. Career education is a gradual developmental process which begins in kindergarten. Young children in the early elementary grades can become familiar with broad categories of jobs and should be made aware of the dignity of all honest work. And youngsters at this stage can begin to be made aware of their own attitudes, likes and aversions.

Q. *What can the business community do to help schools alleviate some of the problems employees are exhibiting on the job?*

A. Business people can help by taking an active role on school advisory councils, by opening their doors to work education programs, by providing sites for work exposure and fjeld trips. Resource speakers from the community can tell students about job requirements and job environments.

Q. *What can a teacher do to integrate career education into his or her classroom?*

A. If, as a teacher, you look at what you are already doing, you will probably discover that you've been incorporating many career education ideas all along. Talk with other teachers and share ideas. There are career education projects throughout Arizona, most of which are staffed with personnel who work with teachers. Check the listing on the back cover of this booklet.

Q. *Is career education primarily concerned with job preparation?*

A. Job preparation is certainly a major concern of career education, especially at the high school level. But career education at all grade levels is also concerned with such things as developing good attitudes towards work and others; decision-making skills; economic and educational awareness; and knowledge of one's own capablilities and interests.

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The Role of Vocational Education

One misconceptior. concerning career education has been vocational education. It seems that some people have the two confused or think that career education is just a new label for vocational education. Perhaps it would be simpler to see the relationship of vocational education to career education by thinking of career education as being a human body, with vocational education as one of its vital organs. Vocational education involves specific programs to train students for particular occupations. Vocational classes teach specific skills for jobs that do not require a baccalaureate degree. Vocational education is a major component within career education, but career education consists of much more in addition to vocational education. Career education is a flexible concept for ALL students designed to provide a broader basis for making decisions concerning education, career, and life-style.

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(The following is reprinted from a booklet entitled "Career Edu

At the outset let us affirm that the highest aim of education is the development of the qualities of character. For in teaching honesty, justice, integrity, and respect for person and property lies the hope of domestic tranquility and good will in our society—the basis for progress.

Another basis for tranquility and progress is a citizenry using fully its talents at work—that is, in those activities, paid and non-paid, which provide satisfaction for the individual and benefit to society.

Career education complements the primary aim of education by pulling back the curtain that isolates much of education from one of the largest dimensions of life—a man's or woman's work. Education and work are artificially separated today, but they were not so divided in the past and should not be so in the future. A linking of education and work is even more important in a dynamic industrial-service economy than in a less complex economy.

Career education, therefore, seeks to remove the barriers between education and work by emphasizing preparation for work as a major goal of American education at all levels—from the elementary schools through the secondary schools and the universities, colleges, and technical institutions.

Career education benefits all students because they will commence work—begin a "career"—at some point in their lives, whether they leave school at age 16 or graduate from the nation's most prestigious medical or law school at age 30. It, therefore, applies to the student who will seek a graduate degree as well as the potential dropout. It especially benefits indifferent students by making their learning experience relate to the many ways people spend their lives. And it also helps the young woman who needs to be made aware that even though she gets married and has a family she may spend 25 years or more in full-time employment outside the home—and she will spend 40 years or more in the workforce if she does not marry.

Career education expands educational and career opportunities by stimulating interest in the studies necessary to pursue various lines of work, and by giving students preliminary skills to enter any one of a cluster of different careers. It encourages boys and girls and men and women to consider non-traditional, as well as traditional, careers. And it reminds us that in a changing society, education must be a continuing experience throughout our lives, requiring an "open door" access between school and work.

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mber of Commerce

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ation" published by the United States Chamber of Commerce in 1975.)

Career education seeks to enable all persons to make personal, informed career choices as they proceed through life. To do this, they must learn to identify their strengths, weaknesses, interests and aversions. They must then relate these to requirements of the world of work and of the various levels and types of education. This process is vital to a fully useful life, since career decisions are often required several times, and include decisions about promotions and changes in assignments as well as the selection of an occupation or profession. Youth and adults who learn career decision-making skills will have greater career satisfaction regardless of changes in the job market.

Career education believes that learning occurs in a variety of settings, and therefore requires relationships with the business-industry-labor-professional community to provide learning experiences not available to students in a conventional classroom environment.

Career education urges that society reappraise its value system to help ensure the respect due all types of work, and to help make unsatisfying jobs more meaningful. It calls for recognition that some technical skills provide services just as useful as some managerial/professional skills.

Though career education emphasizes the preparation of all people for their life's work, as mentioned earlier it also recognizes that there are other important and proper objectives for our education system. These include education for integrity in human relationships, for effective home and family life, for leisure, for citizenship, for culture, and for mental and physical health. The school experience must always aim to provide for every child and adult the opportunity to cultivate the quality of intellect, as well as the artistic and moral sensibility, that will lead to useful and satisfying lives.

Finally, career education does not mean education without rigor. Indeed, by stimulating interest in learning and thereby in evoking improved student effort, career education offers an important potential for raising the level of student performance in all school subjects.

In summary, career education is the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

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Scratching The Surface:

PROJECT: WORK

PROJECT: WORK is a program which has been developed at Hohokam Elementary School in Scottsdale. It provides students in the upper elementary grades with an opportunity to do some career exploration; learn self-management skills; and, at the same time, to apply the academic skills they are acquiring in school to a practical work experience. The program shows students that they can really use the skills they learn in school. The format of the program is a company structure. Students form companies; apply for jobs; determine products; produce, advertise, and sell the products; and profit or lose financially from the operation of the company. Students are assisted by a parent advisory board whose functions include providing the companies with guest speakers, resource people, consultants, chaperones for field trips, and audit committees.

MINI–COURSE CONCEPT

In the Roosevelt Elementary School District in south Phoenix a mini-course is a specialized classroom activity in some area of interest having to do with occupations or leisure-time activities. Classes are usually scheduled for an hour a day for fifteen days and are taught by people knowledgeable in specialized areas. When nonprofessional instructors are not available, mini-courses may be taught during special times by faculty members, since most teachers have an area of expertise other than academic subjects which they can share with students. Oftentimes students are turned on by the new experiences which allow them to succeed in nonacademic areas, and mini-courses also introduce to teachers ways to enrich their classroom activities. Titles of mini-courses taught for the last two years are: *Art and the World of Work, Geology for Beginners, Automotive Careers, Catering, Creative Crafts, Creative Drama, Business and Office, Creative Weaving, Ecology and Environment, Employability Skills, Health Services, Photography, Silk Screening, and Story Telling.*

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A Few Typical Examples

THE COMMUNITY AS A CLASSROOM

The Casa Grande Union High School Board of Education took its initial action of establishing the local community as a classroom by approving the Superintendent's request to enter into an agreement with the City of Casa Grande, and to further utilize the available community resources already paid for through other funding. In addition to support, many local contractors, utility resource people, and other citizens donated materials as well as their time. The Superintendent entered into an agreement with the City of Casa Grande to provide practical field experience in building trades, electrical, plumbing, landscaping, and interior decorating for high school students. After basic classroom and laboratory training, and pertinent career orientation, selected students were ready to leave the bounds of the traditional classroom and go out into the community to actually renovate city-condemned sub-standard houses and make them livable homes for disadvantaged families. Through this innovative "hands-on" program, students learn to install new electrical systems; cabinet making and carpentry students are taught the practical and necessary woodworking skills; and the horticulture students learn how to landscape these newly renovated homes. In another related area, bookkeeping students gain practical experiences by maintaining the records of materials and expenditures. Auto mechanics and body and fender classes restore and maintain the mobile equipment used by the crews. In the future, home economics students will learn not only home furnishings, but how to apply their skills on a limited budget as they enter these projects.

Scratching The Surface:

DEVELOPING A POWERFUL RESOURCE SERVICE

A resource center works by having a single individual responsible for coordinating teacher requests for such activities as guest speakers and field trips. By creating ONE centralized service, the common problem of overuse of certain resources is avoided. One person can develop a certain familiarity and rapport with often-contacted resources which will increase their willingness to respond in positive ways to requests for time. The Resource Coordinator will also develop a greater all around knowledge of which are the most successful resources for given situations. One of the career education projects has developed a resource service which handles classroom speakers, Job Observation Days, and Career Vehicle Days. Publications which explain "how to" on file in the Department of Education's Research Coordinating Unit.

THE CAREER CLUB APPROACH

In order to help students make intelligent and informed choices about career interests, Peoria High School has implemented a network of career-oriented clubs. To provide career exploration activities, students with similiar career interests enroll, meet, share experiences, and plan interesting career exploration activities. These activities may include: 1) speakers, 2) field trips, 3) work association, 4) and a career exposition. If some students feel they would like a more in-depth look at a career in which they may have an interest, they can also enroll in the work experience program.

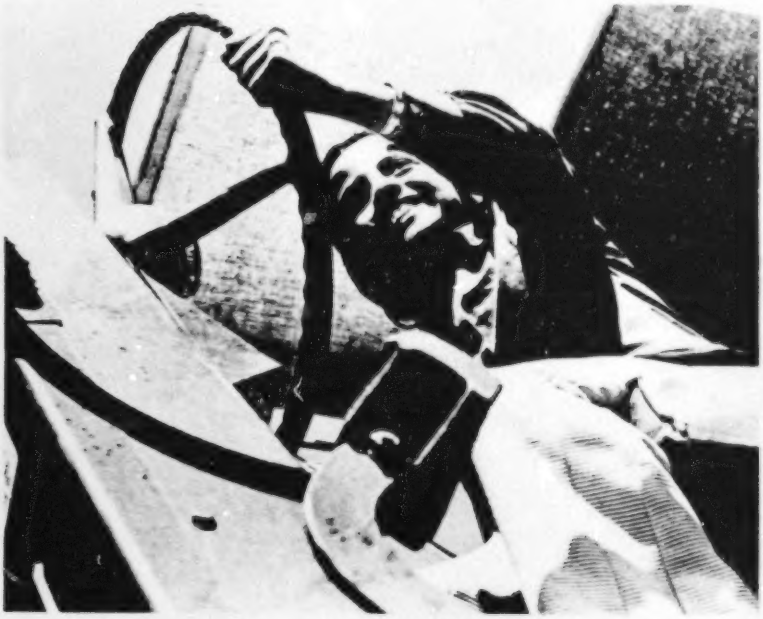
DEVELOPING HANDS–ON ACTIVITIES

Hands-On Kits are collections of real tools and materials used in actual work situations. Real experiences with real tools help the student to understand the relationships between educational experiences and the world of work. In addition, students become aware of their aptitudes, likes and dislikes, and achievements. Hands-On Kits may be complex, covering an occupational cluster, or may be limited to a specific skill or concept. For example, a complex medical kit could contain a large selection of tools, garments and supplies, whereas a simple medical kit might contain a piece of cloth and instructions on how to make a sling. Hands-On kits come in different and varying sizes and shapes. Some "home-made" kits are contained in shoeboxes. And there are some very elaborate commercially-produced kits also available. Approximately 300 non-commercial, locally-produced kits are now in use throughout Arizona's career education projects. Many are in the process of being field and pilot tested.

FUTURING

A teacher in Cochise County has developed a learning technique known as "Futuring" where young people examine values, set goals, and make plans. Students go through a nine-week course in which, by group consensus, they design the ideal person of the future, a preferred community of the future, as well as jobs of the future. Other "futuring" activities include writing poetry, mapping out a town of the future, reading science fiction, developing a set of survival symbols, and considering a system for continual change.

A Few Typical Examples



KEY TEACHER ROLE

The career education effort in Pima County includes the use of "key teachers"—elementary school personnel who coordinate the career education activities of their particular school buildings. Key counselors hold similar responsibilities in junior high schools and high schools. The key teacher position is instituted by schools which have been working with their local career education project to the point where they have the skills to manage their own programs. The key teacher spends approximately four hours each week facilitating career education activities which may include:

1. Assisting the classroom teacher to arrange career education field trips, scheduling speakers, and delivering materials.
2. Orienting the new teacher to career education.
3. Serving as a contact person for parent study groups.
4. Arranging student-to-student activities with feeder and receiving schools.
5. Maintaining the career resource center of the school.

Scratching The Surface:

BROTHER–SISTER PROGRAM

A "high school student for a day" program allows eighth grade students to spend a day at a high school, shadowing a designated high school "brother or sister." During this special day the eighth grade student along with the high school "brother or sister" experience the following:

1. Attend regular classes with the designated "brother or sister."
2. Become acquainted with location of counselors' and principal's offices and procedures for making appointments.
3. Visit library, nurse's office, cafeteria and snack bar.
4. Become aware of the clubs existing on campus. A list will be provided.
5. Via an assembly, become acquainted with school policies and regulations.

A workshop is conducted for the high school "brothers and sisters" prior to the beginning of the program, to inform the students of their responsibilities as big "brothers and sisters."

A Few Typical Examples

A BILINGUAL APPROACH TO CAREER EDUCATION

Many bilingual students are now involved with a series of classroom exercises which combine bilingual language development with career education concepts. The Mexican-American Worker Interviews is a project that provides students an opportunity to learn about Mexican-American workers in the community and the jobs they perform. Interviews are conducted by high school students with Mexican-American workers representing a variety of occupations. The completed project consists of a slide-tape presentation and an English-Spanish manuscript of the interviews. A number of other bilingual/career education exercises have been developed, including "Crucigramas" (puzzles in Spanish that represent a variety of careers) and "Adivina" (a Spanish word hunt in which the student finds words that relate to a particular career).

STAMP COLLECTING AND CAREER EDUCATION

Philately (stamp collecting), which is the world's most popular hobby, has been adapted for use in Mohave County classrooms as a tool for bringing many educational subjects more alive. To understand the idea behind career clustering, students select and display stamps representing the fifteen career clusters. As a tie-in to metric education, stamps are measured in centimeters or millimeters, instead of inches. Research skills are sharpened as students learn to identify stamps using sophisticated catalogs. Not too many people have heard of Cochin, Epirus, Fuime, Thrace, and Manchukuo. These stamp-issuing countries, no longer in existence, become familiar to the stamp collector. Social history, political history, and economic history come alive to the philately enthusiast.

CAREER EXPLORATION MOBILE CENTER

A Career Exploration Mobile Center in Yuma County was established as a partial solution to the problem of providing up-to-date career information and realistic experiences to rural junior high school students. The Center is housed in an 8x40 foot trailer which is moved on a scheduled basis to ten rural schools, giving 7th and 8th grade students the opportunity to have "hands-on" experiences in occupational clusters of their choice. No effort is made to develop skills in the various areas. What is considered important is developing an awareness of the various occupations represented and helping the student become aware of his or her own interests and aptitudes. There are no grades, and students do not compete with one another. Results are used by high school counselors as one of many tools in helping the young people plan for their futures.

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(NOTE. The examples of career education activities described on these six pages represent only a random sampling. Space limitations resulted in many excellent examples being left out. For more complete information on career education activities, readers are referred to the listing on the back cover.)

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The State of Career Education

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ADE–0675–10

Follow Through

If you would like additional information about Career Education and want to know about local Career Education activities, please consult the following list or contact your local school administrator.

Apache County	337-4379 (St. Johns)
Apache Junction	963-4521 (Chandler)
Chandler	963-4521
Cochise County	432-2162 (Bisbee)
Coconino County	774-0623 (Flagstaff)
Gila County	428-1133 (Thatcher)
Glendale	939-7082
Graham County	428-1133 (Thatcher)
Greenlee County	428-1133 (Thatcher)
Maryvale	939-7082
Mesa	962-7522
Mohave County	753-5999
Navajo County	337-4379 (St. Johns)
Paradise Valley	949-6197 (Scottsdale)
Phoenix (Central)	258-6581
Pima County	327-6231 (Tucson)
Pinal County	723-4141 (Coolidge)
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Scottsdale	949-6197
South Phoenix	276-7311
Sunnyslope	939-7082
Tempe	963-4521 (Chandler)
Western Maricopa	939-7082 (Glendale)
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